

## Australia-ASEAN Academics Forum: Online Education during COVID-19 and Beyond

AAAF Mr. Rene Marquez Bonifacio talk 7th Sep 2021

Transcript

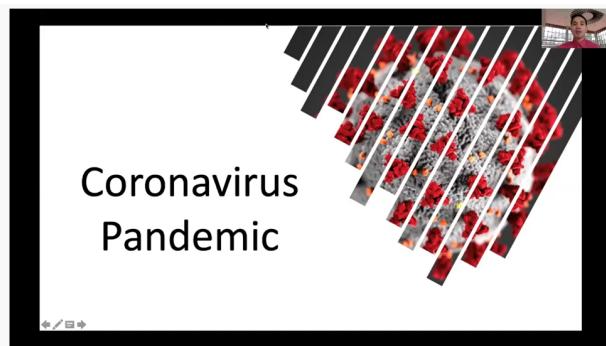


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So, good afternoon everyone, I'm Rene Marquez Bonifacio from [x] University and I'm going to present my research. It's a classroom research. The title is managing asynchronous online classes: embedding question and answer videos in pre-recorded lectures for better student participation and interaction.



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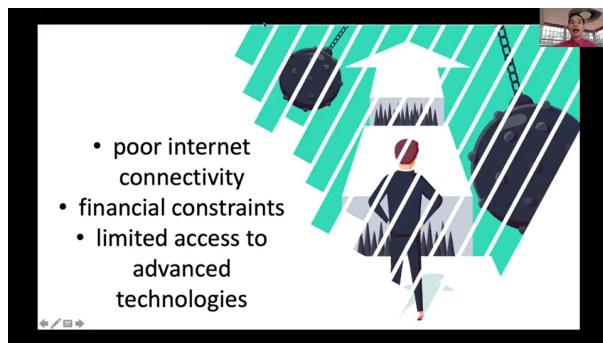
The coronavirus pandemic has revamped the delivery of quality education to everyone, most especially in different parts of the globe, not only for college students but also to, let's say, grade school and high school students. And because of the coronavirus pandemic, we were limited as to we were not able to conduct classes with using the normal face-to-face. But we were able to look for ways on how to conduct our classes using three modes of learning.



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For instance, in the Philippines, or in my home institution, we actually provide three modes of learning. One is modular instruction, another one is asynchronous learning and then another one is the synchronous learning.



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It, we cannot deny the fact that most of our students experience a lot of problems or hurdles along the way. Specifically in the Philippine context, we experience poor internet connectivity. Why? Because there are a lot of students who live in far-flung areas and if they live in far-flung areas they have this limited internet connection. And they are the ones left behind if, for example, if I am going to provide them the synchronous type of learning. Another one is financial constraints. Why? Because not all students have gadgets or have, let's say, money to buy gadgets, to buy load or to have themselves or to have their houses with connect up, to be connected with wi-fi connection. And then we also have this limited access to advanced technologies, because not all students have their laptops and wi-fi. Some students only use mobile phones.



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And with that, I provided them the asynchronous learning, and it's also recommended by our university.

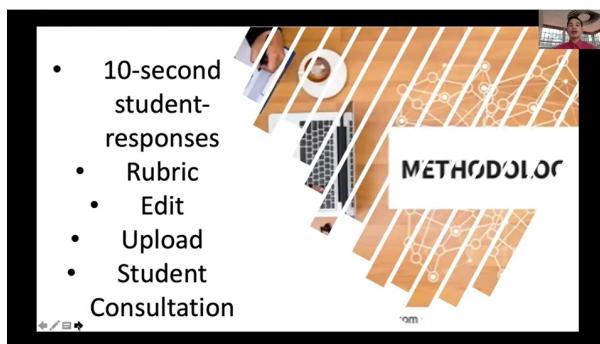


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And in this particular research, the main objective is to increase student participation and interaction using student video responses. Later I'm going to show you an example of a video, of my lecture video.



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Here's the methodology. Prior to the making of my video, a week before that, I give assignments to my students and I give them a ten second student responses. And there are at least, let's say, five to ten questions. And that would be included in my lecture. And then, I also provided them a rubric on how their presentation or their videos are being rated. And then, after that, I'm going to edit my video. For instance, if I'm done making my PowerPoint presentation, I'm going to video myself and then after that I'm going to insert the video responses of my students. And then, after that, I'm going to upload my lectures on YouTube. And then, after two days or three days, I'm going to give them, or let's say, if they have clarifications, I'm going to conduct a student consultation via Google meet or zoom.



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And then, to gather data for this particular research, I conducted an informal interview to my students. Why informal, so that they won't be, let's say, it's not the really formal interview. It's like a little conversation with them so that they would feel at ease, comfortable with the questions.



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And based on the findings of my study, it's not only student participation and interaction that were improved based on my lecture.



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Because independent learning resourcefulness and creativity were also found in this study. Why is it that independent learning? Because they need to look for answers. For example, if they do not have a good internet connection or they don't have a library in their hometown or maybe in their province, they really need to dig. Independent learning. And the resourcefulness, they're going to make use of whatever gadget or whatever that they have. And then creativity, because there are students who edit their videos.



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And for the conclusion, this is the conclusion, incorporating student video responses in lecture videos contributes to better learning amidst the worldwide crisis.

And at this point, I'm going to show you one video. I hope that you would be able to enjoy. I hope so. I'll show you one video and we'll just cut it after the first question and answer or the first set of the video responses of my students. I'll show you, I hope that it would be audible.

[video begins]

Good day everyone, thank you. For this week's lesson, we're going to discuss about compelling oral presentation. This is a very essential topic, most especially that after done with the research proposal or maybe you're done with your thesis you'll be defending your paper in front of a panel or in front of your thesis advisor, your panel members or maybe your professor and your classmates. It's also applicable for you to report on a certain topic. But before we proceed I have given you a question and that is have you ever experienced a very boring, lifeless and frustrating presentation? Your answers are interesting. So, how to make our presentations powerful? I'll give you the answers as we go along. So come in, let's learn. Objectives for this lesson: compose a speech, deliver a speech, employing the ethics of public speaking, create a digital presentation for the discipline-based research and present a discipline-based research in a virtual research forum. Let's begin with how do you prepare for your speech presentation. Let's, [by the way this is the first question. I'm just going to show you the first question and the responses of my students. This will be very quick]. You can start by organizing your major speech points and practicing your speech. I will prepare by reviewing my research and calm myself down. Identify your problems and be interesting. Understanding your topic and organizing your thoughts are the keys to a prepared presentation. Also being logical and constantly practising will help for an effective delivery. Brainstorming, establishing the main topic should be done first, as well as keeping into mind the proper structure for your speech. In preparation, I usually define my audience first, so that I'll be able to organize my speech. Practice a lot so that I'll be able to [x]. Practise your speech a few weeks ahead of the actual presentation. Record yourself and see how fast or slow you're speaking. Watch your body language and how you use your hands to address your audience. Just practice and keep practicing until you're comfortable and confident in your speech. Organized things such as a planned outline are essential in preparing for speech presentation because this will help you know what to do next in accordance with the design structure. There are many ways...

[video ends]



All right, so after that, I'm going to, I provided them a synthesis based on their answers and then moved to the next, until the presentation is done. Alright, so thank you very much for listening to my presentation and I hope that you enjoyed and you learned something from my presentation.